Summarised inspection findings

Burnfoot Community School

Scottish Borders Council

23 September 2025

Key contextual information

Burnfoot Community School is a non-denominational primary school serving the Burnfoot area of Hawick. At the time of inspection, the school roll was 174 children across seven classes. The headteacher has been in post for eight years and is supported by two depute headteachers. There has been instability of staffing over the last year.

Almost all children live in Scottish Index of Multiple Deprivation (SIMD) decile 1 and 2. Children's attendance is below the national average. The school reported that 41% of children require additional support in their learning. Nine percent of children have English as an additional language.

Burnfoot nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

1.3 Leadership of change	**satisfactory**
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

- Senior leaders worked with parents and children successfully to create the school's vision, 'Rooted in the community, Flourishing in the world'. The vision is well-embedded in the life and work of the school. Senior leaders promote the school values of 'respect, resilience and ambition' (RoAR) through displays and RoAR badges. Children enjoy receiving RoAR certificates at school assemblies that recognise when they demonstrate the school values in action. Senior leaders have begun to promote the school values with the wider school community and partners. This is deepening the local community's understanding and support in achieving this vision.

- All staff have a comprehensive understanding of the school's socio-economic context. Staff understand the challenges facing children and families very well. Senior leaders have effectively supported staff to develop positive and nurturing relationships with children. This caring approach helps children feel more connected to their school community.

- The headteacher promotes effectively the school as a community hub, making it a welcoming place for families and the wider community. This helps staff to build trusting relationships with families and provide well-targeted support. The headteacher takes a proactive approach to maintaining and strengthening these partnerships to ensure they continue to meet the needs of children and families.

- Senior leaders employ a range of helpful strategies to engage staff in determining the quality of the school's work. Staff share their views on school developments and feel included in school improvement processes. They engage in self-evaluation activities well using How Good

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is Our School? 4th edition (HGIOS4). Senior leaders should continue to develop the confidence of staff in using data routinely to identify and prioritise areas for improvement. This will help them to measure and evaluate their progress towards achieving school improvements.

- Senior leaders and staff create a clear school improvement plan, which includes shared improvement priorities for the cluster area. The improvement plan identifies appropriately the need to improve support for neurodiverse learners, increase attendance, and raise children's attainment in literacy and numeracy. Staff across the cluster recognise the need to improve learning, teaching and assessment through implementation of the 'Scottish Borders Way'. Senior leaders review the progress of improvement priorities regularly and report to stakeholders on their progress using an annual report. This identifies clearly their next steps for improvement. The headteacher recognises that there are too many change priorities in the improvement plan. This does not support staff to embed change successfully into the work of the school. She plans rightly to streamline the improvement plan to ensure a focus on the areas that result in the most impact on children's outcomes.

- Senior leaders use a range of activities to gather information about the work of the school. They have developed a useful quality assurance programme including lesson observations, reviewing teachers' plans and tracking of children's progress. Senior leaders now need to ensure these activities are undertaken more regularly to ensure children experience consistently high-quality learning and teaching.

- Senior leaders are approachable, responsive and listen to the views of staff and parents. They have recently worked with the new Parent Council to increase effective communication between home and school. Parents and staff value the support that senior leaders provide to the school community.

- Staff collaborate effectively and demonstrate strong teamwork across the school. They communicate with each other effectively and this helps them to coordinate support for children. A few teachers lead aspects of improvement, such as planning the transition programme or leading the pupil council. Senior leaders ensure staff receive appropriate professional learning linked to school improvement priorities. Following recent professional learning in diagnostic testing, staff created useful targeted support plans for a few children based on their assessments. The headteacher regularly provides staff with useful opportunities to share their areas of expertise with other staff members. For example, a few staff shared their effective approaches to communicating steps for success with children.

- Senior leaders provide helpful professional learning for highly-skilled additional needs assistants (ANAs). ANAs discuss their practice and any support they require at weekly team meetings. This enables them to meet the needs of learners well. ANAs speak positively about how professional learning is improving their practice.

- Children value the chance to make contributions to the wider life of the school. A few children benefit from opportunities to take leadership roles. They are proud to be house captains, junior road safety officer or pupil council members. Older children organise events in school, contacting local businesses for support. A majority of children feel that staff listen to their views and take them into consideration. They are beginning to develop a clearer understanding of how their input influences change. Staff should build on this emerging practice by extending leadership opportunities for all children.

- Senior leaders use Pupil Equity Funding (PEF) well to provide additional staffing to support attainment in wellbeing, literacy and numeracy. They use PEF to work effectively with community partners to provide a well-attended breakfast club. This supports families very well

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in ensuring financial barriers are reduced and children attend school. As a next step, senior leaders should consider how they can involve parents and children better in making decisions about the best use of additional funding.

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2.3 Learning, teaching and assessment	weak

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Adults and children actively build positive relationships across the school. Staff promote the school values which are displayed throughout the school. This results in most children feeling that staff help them to understand and respect other people.

- Staff use a helpful audit tool to review their classroom environment regularly. They focus on removing barriers to children's sense of inclusion. A majority of staff use visual images effectively in order to help a few children to communicate. As a result, a majority of staff use their learning environment well to ensure children feel included and able to learn.

- In most classes, the majority of children behave well. In a few classes, a minority of children display low-level disruptive behaviours that impacts on their engagement and the engagement of others in learning. A few teachers provide a well-planned range of activities which are well matched to the needs of children and promote engagement in learning. Staff should now ensure that all learning experiences meet more effectively the needs of all children to increase engagement in learning.

- The quality of teaching across the school is variable. Staff should continue to work with colleagues across the cluster to implement the 'Scottish Borders Way'. Staff have undertaken a range of professional learning relating to high-quality practice and teaching approaches. However, the headteacher recognises this is not yet resulting in improvements to learners' experiences. Staff need time to fully embed their learning and ensure all children experience greater consistency and quality in their learning experiences throughout the school.

- In a majority of classes, staff share the purpose of learning clearly. In the majority of lessons, most children explain clearly what they need to do to be successful in their learning. In a few lessons staff use modelled exemplars skilfully, such as 'what a good one looks like', to support children's understanding of what is expected of them. This helps these children to recognise the steps needed to succeed. As an important next step, all staff should apply these approaches more consistently across the school. This will enable all children to engage more purposefully with their learning. It will help all children to understand themselves better as learners and what they need to do to achieve success.

- Staff are at the very early stages of providing opportunities to exercise choice and take a lead in aspects of their learning. In a few lessons, children are asked what they already know and what they would like to learn when topics are introduced. Staff should now offer children more meaningful opportunities to plan and direct their learning. This will help increase children's engagement and motivation further.

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- In the majority of classes, staff use digital technology well to support learning. Staff use interactive screens positively to support whole class lessons. In a minority of classes, children use tablet computers effectively to support their learning. This includes interactive games to reinforce learning, to plan their writing, to make movies and to conduct research. Staff should continue to expand their use of digital technology further, providing more regular and progressive opportunities for all children to access a variety of digital devices. This will further enhance their learning and support continued skill development.

- Most staff use questioning well to elicit information, check for understanding, and to build on children's responses. In a few lessons, staff promote higher order thinking skills and ask well-considered open-ended questions that extend and deepen children's thinking. This practice should now be shared and embedded across the school.

- In the majority of lessons, staff provide regular, informal verbal feedback to help children understand their progress in learning. In a few lessons, children are beginning to use this feedback purposefully to make improvements. The quality of written feedback across the school is variable. Senior leaders should work with staff to develop a consistent and well-planned approach to providing children with feedback across the school. This will help to ensure all children understand their progress and how to be more successful in their learning.

- Staff have begun to implement a play-based approach to learning at the early level. They adapt learning environments to provide mainly child-initiated opportunities. They now need to continue to develop their understanding of how to balance adult-led and child-led activities using national practice guidance. This will help them to provide play opportunities that best support children to deepen and enrich their learning.

- There are important weaknesses in staff's use of assessment across the school. Staff use a range of assessments throughout the year to track children's progress in literacy, numeracy, and wellbeing. However, the current range and use of assessments do not provide a clear enough picture of children's progress or inform their next steps in learning effectively. Staff should plan assessments more deliberately, using national Benchmarks to guide expectations and ensure consistency. More well-planned and timely assessments should support staff to better meet the needs of all learners and strengthen the reliability of staff's professional judgement.

- Staff engage in moderation activities with colleagues within the school and cluster community to build their understanding of national standards of attainment. The headteacher identifies correctly the need to improve the accuracy of teacher professional judgements. As planned, staff should take part in planned moderation with other schools, using national Benchmarks more consistently. This should support teachers to develop greater confidence in understanding what achievement of a level looks like.

- Staff plan effectively over the medium and long-term using Curriculum for Excellence (CfE) experiences and outcomes across the curriculum. Senior leaders and staff have reviewed planning approaches and begin to make stronger links between assessment and planning. They should continue this work to ensure planning is more closely informed by children's progress.

- Senior leaders meet with teachers to review children's progress and identify those who are not on track in their learning regularly. Staff use data to support these discussions, but the accuracy of teacher judgements of children's progress is inconsistent. Senior leaders have recognised correctly that more work is needed to better identify children who require additional support. They have recently introduced a comprehensive tracking system to monitor and

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analyse children's progress. This is beginning to help staff to review children's progress in literacy and numeracy. They should now develop further their use of the system to identify gaps in learning and plan measurable, well-targeted support.

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2.2 Curriculum: Learning pathways

- All staff have begun to use local authority progression pathways to plan children's learning in most areas of the curriculum. These pathways take account of CfE experiences and outcomes and national Benchmarks. Currently, staff are more confident in planning using the literacy and numeracy pathways. Senior leaders should now support staff to plan progressively in all areas of the curriculum. This will help ensure that all learning is meaningful, relevant and offer opportunities for children to make connections across the curriculum.

- Staff are at the early stages of supporting children to be aware of their rights. In a minority of classes, children learn about different rights and how they affect them. Staff should now build increased opportunities across the school for children to understand their rights and the rights of others.

- Children enjoy opportunities to engage in extra-curricular activities and experiences. For example, they participate in the Alchemy Film Festival, rugby instruction, Racing to School education programme, Scottish Opera and Inspire Science, Technology Engineering and Maths (STEM) days. Children in the upper stages benefit from opportunities to attend countryside days and residential trips. This supports children well to demonstrate their skills in a variety of contexts and develop skills for learning, life and work.

- A few children engage in outdoor nurture provision. This has enabled identified children to utilise outdoor spaces for learning. Outdoor learning is at an early stage of development. As identified by senior leaders, staff should develop a progressive approach to outdoor learning for all children across the school. This should enable children to develop new skills, experiences and wider achievements progressively.

- Children across the school learn about religious and moral education following a three-year progressive pathway. They celebrate religious festivals of world religions. For example, they recently learned about the Holi Hindu Festival of Colours. This is supporting children's understanding of world religions.

- All children across the school learn French. Children in P4–P7 should also experience a further language in line with the Scottish Government's 1+2 modern language guidance.

- Children receive two hours of physical education (PE) each week but this is not of sufficient high-quality. The headteacher should plan professional learning for staff to ensure that all children receive their entitlement to two hours high-quality physical education per week.

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2.7 Partnerships: Impact on learners – parental engagement

- The newly formed Parent Council enjoy positive working relationships with senior leaders. The Parent Council are enthusiastic in organising fundraising which has allowed for the reestablishment of social events for children. Senior leaders have identified the need to involve parents more effectively in identifying school priorities and decisions on PEF spending moving forward.

- Most parents value highly their positive relationships with the headteacher and staff. The headteacher has worked in partnership with the Parent Council to provide families with helpful updates on the life and work of the school. This includes through the use of regular newsletters and an online application. Parents value these recent improvements to communication between home and school. Staff also provide termly curriculum overviews that inform parents about what their child is learning. Children enjoy opportunities to share their learning with parents and parents. This is beginning to help parents and carers recognise how they can meaningfully support their child's learning.

- Staff and partners provide regular opportunities for parents to get together socially. Families appreciate these opportunities as they help build a sense of community and support. Senior leaders should now consider how they can build on this work to provide opportunities for families to learn together.

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2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.

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3.1 Ensuring wellbeing, equality and inclusion	satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff across the school foster positive and supportive relationships with children. This nurturing approach is helping to promote a sense of belonging. Most children feel school helps them feel safe. Most children are friendly, welcoming and well-mannered. They feel that the school helps them to become confident and that they enjoy learning.

- Senior leaders and staff worked effectively with parents and partners to create a useful 'ready to learn' toolkit. This toolkit describes the actions that children, parents and staff need to take to ensure children are prepared and motivated to engage in learning. Staff should continue to work together with stakeholders to ensure that this is fully embedded in practice and consistently applied across the school. This should help improve a minority of children's engagement in learning.

- Children evaluate their wellbeing yearly using developmentally appropriate tools. Staff use regular emotional check-ins to support children well to consider how they are feeling and understand their emotions. Staff track children's emotions systematically to determine patterns or trends. They use this information effectively to plan learning which allows children to explore their worries. Most children feel they can talk to a trusted adult about their concerns. Most children report that they feel safe in school. The majority of children feel that staff treat them fairly and with respect.

- A minority of children feel that they are treated with respect by their peers. Just under half of children and a significant minority of parents disagree that the school deals well with bullying. Senior leaders should now review how they respond to allegations of bullying to ensure that school procedures conform to national guidelines. They should work further with children and families to develop a shared understanding of what bullying is and the proactive and reactive measures staff undertake to respond to incidents of bullying and inappropriate behaviour.

- A few children have opportunities to participate in a range of leadership groups. These experiences are helping them grow as responsible, respected, and included members of the school community. Staff should now extend these opportunities to ensure that all children have the chance to develop these important leadership skills.

- Most children feel that staff teach them to live healthily. Children consider aspects of healthy lifestyles and making choices during health and wellbeing lessons. Children benefit from being active through a range of physical activities, provided by school staff and partners. As a result, they develop their gross motor skills, build resilience and develop teamwork. Staff should now review the health and wellbeing curriculum to ensure that children's experiences are appropriately broad and progressive.

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- All staff understand and apply the statutory requirements and codes of practice in relation to child protection as a result of annual training and guidance. The headteacher should continue to review and develop systems to support child protection and safeguarding procedures to continue to ensure children are safe.

- Staff provide two dedicated spaces 'the Bothy' and 'the Beehive' to support children's emotional regulation. Staff working in 'the Bothy' are responsive to the needs of these children. Additionally, some children benefit from planned lessons in 'the Beehive' nurture space to develop their social skills and wellbeing. This combined approach is beginning to help improve children's ability to regulate their emotions. Staff apply their appropriate professional learning to support well the children who access these spaces. However, a few children continue to display seriously disruptive behaviour at times that affects the wellbeing of others. Senior leaders should work with the local authority and partners to develop a plan to improve behaviour for a few children and support their positive engagement in learning.

- Staff have a good understanding of the range of children's needs within classes. Where appropriate, the headteacher works effectively with partners to support children in aspects of their learning and wellbeing. For example, identified children engage with health professionals and therapists. This is supporting well children's ability to manage their anxiety and emotions better. Staff have sought guidance from educational psychologists and speech and language therapists regarding strategies. This supports them effectively to better meet children's needs.

- Senior leaders and staff develop plans for children who require significant additional support with their learning that allow them to make satisfactory progress. Senior leaders should now ensure targets are sufficiently specific and measurable to support children's learning and wellbeing development. Parents are aware of decisions made about their child. A minority of parents feel their child does not receive the help that they need to do well. Children's progress in relation to planned targets should be reviewed and measured more regularly with children, parents and partners. This will ensure interventions are effective, and lead to improved outcomes for children.

- Senior leaders have established a 'team around the class' approach that reviews the individual progress of each child and next steps and allocates class resources. This includes skilled ANAs to provide interventions in literacy, numeracy, and wellbeing for individual children and small groups. This approach supports many children well. However, there are times when ANAs are required to support a few children who are struggling to regulate their behaviours. This limits ANAs availability to deliver interventions. Senior leaders rightly recognise the importance of reviewing ANA deployment to ensure a more balanced and equitable approach that maximises support for all children.

- Staff implement well-established transition programmes which support children well as they move into P1 and from P7 to secondary school. Children engage in school activities when in nursery which helps them to transition successfully to school. They spend time in the P1 classroom, playing with children from P1 and listening to stories. Senior leaders and staff link well with the local secondary school to support children as they transition. Children have useful opportunities to visit the secondary for a range of events including transition days with their future peers. Where appropriate, staff offer children the opportunity of an individualised enhanced transition programme. For example, identified children are offered additional visits to the high school to get to know the building and staff better. They create individual profiles which gives information that they feel is important to share with high school staff about themselves. All of these activities, helps to build children's confidence during transitions.

- Children have started learning about neurodiversity in assemblies, but they are still in the early stages of understanding aspects such as equality, inclusion, and diversity. Staff should ensure

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children have further opportunities to understand, promote and celebrate diversity. In doing so, they should ensure that children fully understand their place in the world as global citizens. This should help children to develop further their skills and understanding to tackle discrimination and intolerance.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

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3.2 Raising attainment and achievement	weak

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Staff are at the early stages of developing confidence using national standards to identify children's progress in attainment. As a result, teacher professional judgements of attainment are not sufficiently robust. The school's data does not indicate accurately the progress of children in literacy and numeracy. Attainment in early and first level numeracy and mathematics is lower than reported in school data. At early and first level in literacy and English attainment is significantly lower than reported in school data. Younger children do not make adequate progress in their learning.

- Overall, attainment in numeracy is satisfactory and attainment in literacy is weak. Attainment is below national and local benchmarks at all levels in all areas. Staff should now develop clear strategies to raise attainment for all children, ensuring gaps in children's attainment are accurately identified and targeted to accelerate progress in literacy and numeracy.

- Children who require additional support in their learning are making satisfactory progress against their own individual targets.

Attainment in literacy and English

- Overall, children are making satisfactory progress in listening and talking. Children at early level are making weak progress in reading and writing. At first level children are making weak progress in reading and satisfactory progress in writing. Children at second level are making satisfactory progress in reading and writing.

Listening and talking

- At early level, the majority of children answer simple questions about texts. They enjoy being read stories and talking about characters. A minority of children hear patterns in words including rhyme. At first level, the majority of children distinguish between fact and opinion. Children across early and first levels would benefit from developing skills to allow them to listen and respond to others appropriately, including taking turns. At second level, the majority of children build on others' contributions well during discussions. A few children are able to explain the techniques used to engage or influence an audience. Children at second level would benefit from more opportunities to create and deliver oral presentations. This should help build confidence in expressing their views and build skills that engage an audience.

Reading

- At early level, children's progress in reading is too slow. A few children are reading independently. Almost all children lack confidence in blending letters to read simple words. At first level, the majority of children read simple books using punctuation to make their reading interesting. Too many children are not reading books appropriate to their age and stage.

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Across early and first level children would benefit from purposeful tasks to develop reading skills at a quicker pace. At second level, the majority of children read with fluency and are able to answer different types of questions about text. A few are able to express preferences for authors and genre. All children across the school would benefit from more opportunities to read books for pleasure. This should help them foster a love of reading and allow them to practise their reading skills further.

Writing

- At early level, a few children are beginning to write their own sentences independently. Too many children are reliant on staff providing words to copy in order to create texts. This is impacting negatively on their confidence and motivation to learn to write. They would benefit from more regularly planned engaging opportunities to develop their tools for writing. They would also benefit from further opportunities to develop the skills required to become independent, motivated writers. At first level, the majority of children write instructions using appropriate sequential language. They use rich vocabulary well to write a few interesting sentences. They would benefit from more opportunities to write extended pieces. At second level, the majority of children use elements of figurative language well in their writing. They know how to create notes using headings and bullet points. They are less confident in using their notes to create texts.

Numeracy and mathematics

- Overall, the majority of children are making satisfactory progress in numeracy and mathematics.

Number, money and measure

- Across the school, the majority of children tell the time appropriate to their age and stage. The majority of children at early level identify numbers and add and subtract from 0 to 20. They name in sequence the days of the week and months of the year and can tell the time to o'clock and half past. At first level, the majority of children estimate to the nearest 10 and 100 and order numbers up to 1000. They are less confident in adding the cost of items in pounds and pence. At second level, the majority of children simplify fractions. Across all stages, children should develop their application of numeracy and mathematical skills, knowledge and strategies using real life problems.

Shape, position and movement

- At early level, most children name and describe two-dimensional shapes. At first level, the majority of children are confident to name two-dimensional and three-dimensional objects and describe the properties of shapes. At second level, most children describe the properties of acute, obtuse, straight and reflex angles. Overall, children need more opportunities to develop their skills and understanding of shape, position and movement in a planned, progressive way.

Information handling

- At early and first level, the majority of children gather and present information in a variety of age-appropriate ways. At second level, the majority of children are confident to describe a variety of graphs and charts and explain their key features. Across the school, children would benefit from further opportunities to use data in real contexts. This will help children to develop further practical data handling skills that are essential for learning and real-life situations.

Attainment over time

- Senior leaders have recently established systems to track the progress children make over time in literacy and numeracy. This promising approach is not yet supporting staff to report accurately on children's progress as attainment data is not yet accurate or robust. Staff are

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therefore not effectively analysing their data to inform decisions around achievement of a level and support required. As a result, senior leaders are unable to accurately illustrate the attainment of children over time.

- Over time, children's attendance is consistently below the national average. Currently, attendance across the school is 89.75%. Across all stages, senior leaders have identified that a minority of children are persistently absent mostly due to anxiety or adverse family circumstances. The headteacher also reports that the half day school opening on a Friday impacts attendance. Senior leaders are proactive in ensuring that families understand the importance of good attendance on children's attainment and achievement through discussions and newsletters. They employ a personal, relationships-based approach to working with parents and partners. As a result of this effective work, senior leaders have reduced persistent absence by 5.7% in the last year and 13.1% in the last two years.

- A few children attend school on a part-time basis. Senior leaders should ensure that all part-time timetables are reviewed regularly with parents and partners. They should ensure that effective support is provided to enable children to return to full-time education as soon as possible.

Overall quality of learners' achievements

- Children are proud that their achievements both in and out of school are valued and celebrated at assemblies and through an online platform. These assemblies allow everyone to celebrate children's successes linked to the school values and the four capacities. For example, children contribute effectively to the community through their involvement in the local common riding annual event and the big community clean-up. Children in P7 organised a community Christmas Fayre. These opportunities support children well in developing skills to become responsible citizens. Staff should now support children to recognise and discuss the skills that they are developing as a result of these experiences.

- Throughout the year, all children experience positive learning beyond the classroom through trips, sporting activities, clubs, and community events. Senior leaders track children's participation in wider achievement opportunities. Senior leaders and staff use this information well to provide a range of free clubs to ensure that no child misses out. These experiences motivate children and allow them to achieve success and develop skills in different ways.

Equity for all learners

- Staff are rightly proud of their approaches to tackling the cost of the school day. They consider the financial impact of all additional activities such as school trips and social events. Senior leaders work closely and sensitively with parents to ensure all children and families can participate fully in the life of the school. They work with partners to provide free clubs for children and support families with the provision of school uniforms. Staff offer a very well-attended family breakfast club for parents and other family members. They work successfully with partners to create opportunities where parents can discreetly seek support to address any financial concerns that may arise. These initiatives are supporting families well to mitigate the cost of the school day and address any financial concerns a family may face.

- Senior leaders have allocated PEF funding to provide additional staffing for literacy, numeracy, and wellbeing interventions. However, these planned interventions are often not fully delivered, which has significantly limited the progress in closing attainment gaps related to socio-economic disadvantage. Senior leaders should ensure that interventions are consistently implemented as planned to maximise their impact on children's progress. Senior leaders should also develop further their tracking of interventions. They should ensure that they understand fully how

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successfully these interventions are accelerating the progress of closing the poverty-related attainment gap.

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Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

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